

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

450 N. Arizona Blvd., Coolidge, AZ 85228

Coolidge Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing
2004-05	Underperforming
2003-04	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status ^(b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Susan M Price
 Schedule : 07:30 AM to 08:00 PM
 Grades : 9-12
 Web Address : www.coolidgeschools.org
 Phone Number : (520) 723-2112
 Fax Number : (520) 723-2104
 E-mail : sprice@cusd.k12.az.us

Mission

The Coolidge High School Success Center will provide a structured, alternative setting to the traditional high school, based on the Arizona Academic Standards, for diverse learners in the Coolidge Unified School District.
 It is the mission of the Coolidge High School Success Center to "cultivate" student academic and social success through exemplary instruction, student mentorship and collaborative community relations.

School / Academic Goals

- ü Success Center faculty will complete curriculum mapping to ensure our students receive an appropriate education based on the Arizona Academic Standards. Students will complete the CUSD requirements for high school graduation.
- ü Success Center students will demonstrate a desire to learn and accept responsibility. They will set challenging academic and personal goals and give their best effort to achieve these goals. Students will believe in themselves and their futures.
- ü Success Center students will develop a personal plan for transition into the world and workplace after graduation.
- ü Success Center faculty will utilize AIMS results as well as short term assessments to track student progress and make appropriate instructional decisions.

Enrollment

October 1, 2005 School Year Student Enrollment : 73
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 16

Instructional Programs

- ü Block Content Areas Each Four Weeks
- ü Individualized Instruction
- ü Concentrated Content Area
- ü Plato Curriculum to support instruction
- ü Accelerated Course Work
- ü Dual Credit Opportunities with CAC
- ü Elective Credit Available for Work Exper

Calendar Information

Number of Instruction Days :	200
Average Daily Instruction Time :	10 hours 59 minutes
First Day of School :	7/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Success Center will communicate to parents their student(s) progress, ie, credits earned, behavior reports, progress toward graduation requirements. Transportation will be provided for those students who live within the CUSD #21 boundaries. In addition to the regular school day transportation, those students who require a ride at the end of night class sessions will be transported home. The Center will maintain a safe and orderly learning environment for all students.

Parents

Parents are responsible for ensuring their student(s) attend school on a regular basis. Any absences must be reported to the Success Center by the parent in a timely fashion. Parents are encouraged to become an active participant in their student(s) education by visiting the Center anytime, becoming a member of our Site Council, and supporting the efforts of the Center by continued communication.

Transportation Policy

Students may ride district transportation provided rules and regulations are met. Any infractions will result in loss of the privilege to ride. Students may also drive their own vehicle. Parking is available on campus north of our building.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü CAC Provides Scholarships to the Top 30% Graduates	2003
ü Funding Available for Pima Students for CAC Tuition	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	206	71130	91	98	95	655	681	701	75	44	23	15	15	13	10	33	51	NA	8	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	89	35465	NC	100	96	NC	680	702	NC	40	21	NC	18	13	NC	40	53	NC	1	13
Male	11	117	35648	92	97	94	652	682	701	82	46	24	9	13	12	9	27	50	NA	14	14
African American	NC	22	3868	NC	100	95	NC	666	686	NC	64	33	NC	14	17	NC	23	45	NC	NA	6
Hispanic	NC	75	25103	NC	100	95	NC	674	685	NC	55	34	NC	13	16	NC	24	45	NC	8	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	NC	29	4241	NC	81	90	NC	678	679	NC	38	39	NC	17	19	NC	41	39	NC	3	3
White	NC	79	36075	NC	96	95	NC	692	715	NC	30	12	NC	16	9	NC	42	58	NC	11	21
Students with Disabilities	NC	21	5862	NC	60	71	NC	636	658	NC	95	63	NC	5	15	NC	NA	20	NC	NA	2
Students without Disabilities	19	185	65268	90	100	98	656	686	705	74	38	19	16	16	12	11	37	54	NA	9	15
Limited English Proficient Students	--	NC	4859	--	NC	93	--	NC	662	--	NC	64	--	NC	15	--	NC	20	--	NC	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	NC	86	22957	NC	87	93	NC	677	685	NC	45	34	NC	17	17	NC	30	44	NC	7	5
Non-Economically Disadvantaged	19	120	48173	90	100	96	656	684	709	74	43	17	16	13	11	11	35	55	NA	9	18

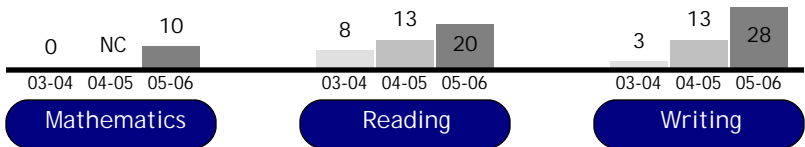
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	228	73018	100	100	97	651	680	703	20	10	6	60	39	23	20	46	64	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	104	36181	100	100	97	NA	681	708	NA	8	4	NA	39	21	NA	51	65	NA	2	9
Male	NC	123	36816	NC	98	96	NC	680	699	NC	12	7	NC	38	24	NC	43	62	NC	7	7
African American	NC	23	3976	NC	100	96	NC	664	689	NC	4	8	NC	61	29	NC	35	59	NC	NA	3
Hispanic	NC	80	25801	NC	100	96	NC	670	683	NC	15	10	NC	40	34	NC	44	53	NC	1	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	36	4389	NC	92	93	NC	662	675	NC	17	9	NC	56	42	NC	28	47	NC	NA	1
White	NC	88	37024	NC	100	97	NC	701	721	NC	5	2	NC	26	12	NC	59	73	NC	10	13
Students with Disabilities	NC	32	7170	NC	91	85	NC	643	654	NC	28	23	NC	59	47	NC	13	29	NC	NA	1
Students without Disabilities	18	196	65848	100	100	98	650	686	708	22	7	4	56	36	20	22	52	67	NA	5	9
Limited English Proficient Students	--	11	5099	--	100	95	--	651	641	--	9	29	--	73	59	--	18	12	--	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	NC	102	23912	NC	97	94	NC	676	681	NC	12	10	NC	40	36	NC	44	52	NC	4	2
Non-Economically Disadvantaged	19	126	49106	100	100	98	648	684	714	21	9	4	63	38	16	16	48	69	NA	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	226	72810	100	100	96	656	665	685	11	12	6	61	42	30	28	45	58	NA	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	101	36111	NC	100	97	NC	677	695	NC	5	4	NC	38	23	NC	56	65	NC	1	8
Male	NC	124	36678	NC	99	95	NC	655	674	NC	16	9	NC	45	36	NC	36	52	NC	2	3
African American	NC	23	3962	NC	100	96	NC	657	675	NC	13	8	NC	43	33	NC	43	55	NC	NA	3
Hispanic	NC	81	25735	NC	100	96	NC	651	669	NC	19	10	NC	44	41	NC	36	48	NC	1	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	NC	37	4370	NC	95	92	NC	668	670	NC	8	9	NC	43	39	NC	49	50	NC	NA	2
White	NC	84	36915	NC	100	97	NC	677	697	NC	6	3	NC	38	21	NC	52	67	NC	4	8
Students with Disabilities	NC	31	7071	NC	89	84	NC	610	634	NC	42	24	NC	55	53	NC	3	21	NC	NA	1
Students without Disabilities	16	195	65739	100	100	98	657	673	689	13	7	4	56	39	27	31	52	62	NA	2	6
Limited English Proficient Students	--	11	5046	--	100	94	--	619	621	--	45	31	--	36	56	--	18	12	--	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	NC	99	23814	NC	94	94	NC	658	667	NC	13	10	NC	44	41	NC	40	47	NC	2	2
Non-Economically Disadvantaged	17	127	48996	100	100	97	654	670	693	12	10	4	65	39	24	24	49	64	NA	2	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	NC	NC	NA	42	87	39	39	51	NC	NC	43	52
	Language	NC	NC	30	42	87	41	38	50	NC	NC	41	50
	Mathematics	NC	NC	44	63	87	23	36	50	NC	NC	39	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Coolidge High School Success Center

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- ü Program Development
- ü College Partnerships
- ü Policy for Behaviors
- ü Community Support
- ü Goals and Directions
- ü Monitor Progress

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	4.50
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	2	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Networked Computer Lab with Internet
- ü College Library/Media Center
- ü College Food Services

Extracurricular Activities

- ü CAC Classes Available
- ü Student Government
- ü Can Participate in High School Athletics
- ü Eligible to Participate in Band

Social Services

- ü Family Resource Center
- ü Partnership with Pinal County Health Dep
- ü Gila River Tribe JTPA
- ü Day Care (at Central Arizona College)
- ü Partnership with Parks and Recreation

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	27	89	88	73
Graduation Rate ⁶	54	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Teachers and Staff supervise students in the classrooms and while outside during breaks. Our campus is located in Coolidge at the McCray building. Students who drive have parking. The campus is secure during class hours. We have a district employed security guard who helps monitor students. Students are aware of the district bullying policy and sign contracts if any problems arise. We have a zero tolerance for incidents that involve fighting, weapons and/or substance abuse. It is enforced.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Susan Price	(520) 876-4462
Transportation Policy	Lori Garcia	(520) 723-2066
Community Resources	Bonnie Palmer	(520) 723-4711
School Nutrition Programs	Johnny Jones	(520) 723-2081
Parent Organization		
Student Health/Nurse	Leah McKim	(520) 723-2212

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.